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ABSTRACT

This document presents the results of a study made by the Joint Committee on Higher Education on the systems of governance at institutions of higher education in Washington state. The study directs particular attention to the role and function of students and their organizations in the governance process. The main conclusion of this report is that students should be an integral part of governance organizations and should have ample opportunity to discuss their views on governance within the higher education community. The legislative proposal made is directed toward insuring student involvement in decisions regarding the uses of the student services and activities fee. (Author/HS)

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Washington State Legislature

JOINT COMMITTEE ON

HIGHER EDUCATION

The Student Role in Governance

HE00 3920

January, 1973

State of Washington

JOINT COMMITTEE ON HIGHER EDUCATION

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Governor Daniel J. Evans and
Members of the Legislature:

The Joint Committee on Higher Education was requested by House Resolution 72-76 to "... study the systems of governance at institutions of higher education in Washington State...." The study directed particular attention to the role and function of students and their organizations in the governance process. A related study of the student role in tenure decisions was requested by Senate Resolution 72-51.

Students met with the Joint Committee during regular meetings at the state's institutions of higher education. In addition, the Committee received written input from students, faculty, and administrators and held legislative workshops to discuss student-related concerns.

The main conclusion of this report is that students should be an integral part of governance organizations and should have ample opportunity to discuss their views on governance within the higher education community. The legislative proposal is directed toward insuring student involvement in decisions regarding the uses of the student services and activities fee.

Representatives John Rabel and Richard King were responsible for coordination of this study effort. The staff study director was Brian Benzel.

Sincerely,

Gordon Sandison

GORDON SANDISON
Chairman

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STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE

PURPOSE

The purpose of this report is to comply with requests to study the broad area of student affairs in Washington State as requested by the Joint Committee on Higher Education's 1971 report on Student Unrest in Washington, by House Resolution 72-76, and by Senate Resolution 72-51. The Joint Committee on Higher Education's report on student unrest recommended in February, 1971, that the Committee continue its study of student oriented issues. House Resolution 72-76 requested the study of "... systems of governance at institutions of higher education in Washington State ..." with particular attention to the role of students. Senate Resolution 72-51 requested a study of "... the feasibility of including students as full participants in tenure review processes." (See Appendix A)

RECOMMENDATIONS

It is recommended that:

1. *The Joint Committee on Higher Education should continue to meet with students to discuss higher education policy issues of mutual interest. Possible meeting approaches, in addition to regular Joint Committee on Higher Education meetings, could include informal meetings, and regular conferences which emphasize student-legislator communications.*

2. *Considerable differences in opinion exist over current legislative intent for use of the services and activities fee. The Joint Committee on Higher Education recommends that:*

    a. *The Legislature authorize any project which requires borrowing against the services and activities fee. (Appendix B, section 1)*

    b. *Services and activities fees remain in the fund to which they were originally designated; unexpended balances shall not revert to general fund or other fund, but may be re-appropriated. (Appendix B, section 3)*

    c. *The student association or associations at each institution, as designated by the governing board, shall have an opportunity to recommend uses of the services and activities fee to the governing board. (Appendix B, section 4)*

d. The governing board, after reasonably seeking student association recommendations, will determine those activities which properly constitute student activities and programs. (Appendix B, section 5)

3. Questions continually arise as to who represents "the students." A student association or associations should be recognized by the governing board as the representative of student views (see Appedix B, section 2).

4. Student involvement in the governance of the institutions of higher education in the State of Washington is of critical importance. The voting participation of students in institutional decision making organizations, for example, student participation in an all-campus senate, presently occurs at many institutions of higher education. Governing boards at all institutions should take action to insure student participation in these institutional governance organizations.

5. Students' views in faculty hiring, firing, promotion, and tenure review and award decisions are important. However, no consensus on statewide policy could be reached as to how student views should be included in these decisions. Each institution is encouraged to develop a process appropriate to its individual situation, which will include student views in the decision-making process.

POLICY QUESTIONS

1. Should students participate in institutional governance?

2. How should the participation of students be developed?

3. What aspects of governance should include student involvement?

4. What role does the formal student government have in campus governance as well as student activities?

5. What is the role of statewide student organizations?

6. Should students be full participants in tenure processes? How?

BACKGROUND

The Joint Committee on Higher Education has, as an integral part of its regular meetings, received input from and entered into discussion with college and university students. In 1970 the study focus of the Joint Committee was on problems and causes of student unrest. As stated in the Joint Committee report to the 1972 Special Session of the Legislature, "... it now appears that the involved student groups have chosen to work within the established framework." Recent news articles tend to support the findings contained in the Joint Committee's report to the 1972 Legislature:

"...there is a tremendous intolerance (to violence)...confrontation tactics have been discredited. It does more harm than good! Incoming freshmen are more concerned about their careers than causes and many 'are having to go in debt earlier to get an education.' New students are more passive, apolitical and dedicated to studies." (Seattle P-I, October 15, 1972, Page F3)

The mood described continues to support the contention that "student behavior is in such flux that a case can be made for almost any proposition--that the kids are apathetic, turned off, active in specific new ways or searching blindly for fresh issues." (Newsweek, June 21, 1971)

The study of the "... participation of students in the process of campus governance" was requested by House Resolution 72-76 (see Appendix A). This follow-up study to the problems of campus disruptions marks the transition into a positive evaluation and analysis of the contribution to higher education made by students and their organizations.

METHODOLOGY

Students, faculty, and administrators of the public higher education institutions were initially requested to develop a statement outlining the role of students in institutional governance. Guidelines (see Appendix C) were included in this request to assist the respondents to organize their statements. Copies of the various papers received are on file at the Joint Committee on Higher Education's office. On the basis of the responses received from the various representatives of the higher education community, a profile of the student role in governance was developed. Several appendices to this report (Appendices F, G, H, and I) comprise the profile of the various institutions. Appendix D outlines the sources of the position papers received by the Joint Committee on Higher Education.

In addition to these position papers, two workshops were held to discuss the major issues of student participation in governance; western Washington institutions participated in a workshop at North Seattle Community College on November 10, 1972, and eastern Washington institutions participated in a workshop at Gonzaga University on November 16, 1972 (see Appendix E for the workshop agenda).

FINDINGS

Institutional governance. In most instances, student involvement in governance at Washington State institutions of higher education has been viewed as important to the best interests of the institutions. Statements representative of student involvement positions taken by the institutions vary as follows:

"Western Washington State College is committed to the concept of involving students in decision making and a role in determining the goals and objectives of the institution. The involvement of students generates additional vitality and challenges to the campus atmosphere..."[1]

"Students have the maturity and expertise needed to bring a long-neglected perspective to the governance of an institution which serves them."[2]

"... the student, except in very rare instances, does not have the background and experience to actually control all phases of the institution. His role should be more to question and advise the staff in such matters as curriculum and budget while he quite possibly should have the ultimate authority in such extra-curricular matters as athletics and student organizations."[3]

"In general terms we feel that students should be involved in all decisions that affect them, as follows:

1. Where the issue primarily affects students, majority representation on committees;
2. Where students share the consequences of a policy with other groups, equal input;
3. Where the issue primarily affects others, but touches students, students should be consulted.

Furthermore, some responsibility for the consequences of decisions should rest with the body making them. Regential authority should be delegated to appropriate groups so that not only would students and faculty be involved in the decision-making process but would have some of the corollary burden of the policies so instituted."[4]

Nearly all institutions consider the student contribution to governance important; however, concern about the mix of student involvement was expressed as follows:

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[1]Western Washington State College, position paper submitted to the Joint Committee on Higher Education by President Flora, May 12, 1972.

[2]University of Washington, position paper submitted to the Joint Committee on Higher Education by Jim Brink, President, Graduate and Professional Student Senate, May 5, 1972.

[3]Big Bend Community College, position paper submitted to the Joint Committee on Higher Education by LeRoy Johnson, faculty, July 21, 1972.

[4]University of Washington, position paper submitted to the Joint Committee on Higher Education by Ann Johnson, President, Associated Students, September 20, 1972.

"The ... average student is enrolled in this institution for approximately four quarters. Such a short tenure would make it impossible to develop sufficient knowledge of the complexities of total institutional governance...."[5]

"In sum, members of what is called the university community have very dissimilar roles to play as members of that community. No one can say as well as the student whether what he is getting from his education interests him at the moment and meets his current needs as well as his expectations.... It is reasonable to assume, however, that many students are not aware of all the possibilities and potentialities of their ambitions.... The steps to the accomplishment of educational purpose must in the long run be directed under the general authority of the Regents by the faculty in terms of concepts, the interdependence of means and the desired end and the relationship of the student's personal interests to the broader interests of society as a whole."[6]

While these statements indicate the predominate intention of the institutions of higher education, many different channels exist for the implementation of student involvement in governance. Probably the most unique system for involvement of students in the total affairs of higher education governance is exemplified by the "all college/university senate" system. Washington State University, Western Washington State College, North Seattle Community College, and Big Bend Community College are among those institutions which have already moved in the direction of a system which brings representatives of the entire community together for decision making. The operation of the all-campus governing body is best reflected by the following descriptions:

"Our Senate consists of 9 students, 6 faculty, 3 classified staff people, 3 administrators, a community ex-officio representative, and the College President. The expressed purposes of the Senate are to initiate, review and recommend policy and procedures to the North Seattle Community College President on all matters within the jurisdiction of North Seattle Community College and to facilitate cooperation through communication among all component groups at NSCC."[7]

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[5]Columbia Basin College, position paper submitted to the Joint Committee on Higher Education by President Fred Esvelt, April 27, 1972.

[6]University of Washington, position paper submitted to the Joint Committee on Higher Education by President Odegaard, June 19, 1972.

[7]North Seattle Community College, position paper submitted to the Joint Committee on Higher Education by College Senate President Jim Clark, May 17, 1972.

"A Senate shall be the legislative body for recommending policies to the Board of Trustees. It shall review and recommend internal policy. It shall recommend to the Board of Trustees and the Presidents procedures for implementing policies.
The elected Senators shall be chosen from the four major constituencies of the academic community of Western Washington State College: faculty, students, administrators, and staff."[8]

"The purpose of the University Senate is to provide a representative body of the University community to consider and to make recommendations to the President and appropriate administrati officials of the University, and through the President to the Board of Regents, on matters affecting the general welfare of Washington State University and its educational, research, and service activities."[9]

"... an All-College Forum (ACF)... will be composed of two administrators (one of which will be the President or Dean of Instruction or Dean of Student Services and Personnel), two individuals from the classified staff, four faculty members and four students.

"The ACF will act as the administrative decision-making body for the institution by providing an open forum and will be concerned with decisions involving instruction, new programs, budget, maintenance and operation, student activities, community concerns, and other items necessary."[10]

While this type of formal governance model has been increasingly utilized on many campuses across the state and nation, it may not fit the needs of each campus. For example, student participation in the governance affairs of the institutions can occur through the student government association. Under this type of governance system (the predominate structure in Washington State institutions), the student association becomes the channel through which students participate in major campus governance affairs. Involvement occurs through students, often selected by the student association, for service on major governance committees related to such policy areas as academic affairs, student affairs, financial affairs, and program development.

The Evergreen State College has developed a unique system of governance created upon the belief that consultation and coordination ought to be concerned with issues and should involve

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[8]Western Washington State College, All-College Governance Plan submitted to the Joint Committee on Higher Education by President Flora, May 12, 1972.

[9]Washington State University, University Senate Constitution

[10]Big Bend Community College, submitted to the Joint Committee on Higher Education by LeRoy Johnson, faculty, July 21, 1972.

all those who are affected by and interested in the issues. Several identifiable procedures are used in governance; the Information and Communications Center is the clearinghouse for necessary information; the College Forum, while not a decision-making group, meets regularly to discuss complaints, ideas, and problems; and finally, the College Sounding Board, with balanced representation of the Evergreen community, is charged with the responsibility "... to facilitate coordination of activities among all areas of the Evergreen community."[11] Special problem areas are handled by Disappearing Task Forces, comprising people selected from the Community Service List (a list of members of the Evergreen community selected at random).

In summary, it can be seen that students are included to varying degrees in the governance process of institutions in Washington State (see Appednix F). In no case do students have complete jurisdiction, nor in any case is student opinion completely discounted. However, the degree of commitment to student involvement in overall campus governance does vary, usually with the type of student population. This variation is exemplified by the difference of perspectives in the four-year institutions and the community colleges. The community colleges have generally expressed more concern for a lack of student involvement due primarily to the shorter tenure of the students and to the many students in intensive vocational programs. Although many differences in opinion are held on the student role in governance, recognition of the need for debate and discussion of the differing perspectives held by students, faculty, and administrators has begun to develop within organizations involved in institutional governance.

Self-governance of students. The organizational structure of student associations provides a variety of student-oriented services and activities, as well as representing the interests of students in the operation and policy development processes of the institutions. While student assocations have been the focus of institutional governance questions for students, many other activities sponsored by students through the associated students often go unnoticed. Student activities sponsored in this manner range from dances, concerts, lectures, and film presentations, to athletics, social issue seminars and studies, student life (dormitory and apartment problems), transportation, and new student orientation programs.

The structure employed by the associated student organizations is quite varied, again based on local conditions and upon tradition. As the overall institutional governance systems adapt to new governance needs, the student associations also adapt. For example, both the University of Washington and Washington State University have active graduate and professional student associations which provide particular attention to graduate student needs and concerns. Undergraduate students now form the nucleus of the associated student body

[11] Governance and Decision Making at Evergreen, submitted to the Joint Committee on Higher Education by President McCann, May 12, 1972.

organizations. At Washington State University and Western Washington State College the student legislative function has been re-structured to focus primarily on student issues; broader governance issues are handled by the all-campus governance systems which will be discussed later.

Nearly all associated student organizations consist of an elected student legislative group. The student legislative groups are for the most part representative of the student population. Student election participation varies widely from nearly 50% of the student population to less than 10% (see Appendix G). Students are often elected from varying constituencies on each campus; for example, the University of Washington Graduate and Professional Student Senate membership is representative of academic departments, while at Grays Harbor Community College freshmen and sophomores from vocational and academic fields are elected. Most campuses hold at-large elections, but some are divided into districts to insure broader group representation.

The legislative body functions as a mechanism for relaying student views into institutional decision channels; those issues usually concern governance, institutional administrative and/or academic policy, and student affairs. (See Appendix H for a review of student association structures by institution.) The student legislative body also controls the activities programs for students. This control function centers on staffing activities committees, determination of priorities, development of funding levels, and exercising expenditure responsibilities. Finally, the student government association functions as the student interest group. Issues of student interest are researched and student positions are taken through resolution of the student legislatures. Executive officers then negotiate with administrators and faculty in an effort to implement policy acceptable to the student positions.

Services and activities fee. When the 1971 Legislature created the services and activities fee, the definition for its use was:

> "... fees, other than general tuition and operating fees, charged to all students registering at the state's colleges and universities. Services and activities fees shall be used as otherwise provided by law or by rule or regulation of the board of trustees or regents of each of the state's colleges or universities for the express purpose of funding student activities and programs of their particular institution."

The intent of the "student activities and programs" language in the law has not been clear; an opinion of the Attorney General attempted to clarify the meaning of the law, but confusion still exists.

Ambiguity in legislative intent has led to a variety of approaches to student participation in the allocation decisions of the services and activities fee. Inconsistent application of the student role, ranging from complete student participation in the allocation decisions to only minimal participation, has developed among the institutions. However, in all instances the board of trustees or regents has retained the legal responsibility for authorization of expenditure of fees from this revenue source. See Appendix I for a summary of how students participate in expenditure decisions at the various institutions.

It should be mentioned that differences do exist between the community college system and the four-year institutions in the use of the services and activities fee. The community colleges primarily use the entire fee for student programs; in many cases the student governments determine the funding priorities and the board of trustees reviews and authorizes the expenditure. The four-year institutions have over the years utilized the services and activities fee as a source of revenue to support the sale of bonds for construction of student services facilities, as authorized by RCW 28B.10.300. Student associations receive a set portion of the services and activities fee for maintenance of their activities and service programs. Even with this difference in use, the decision-making process, as well as the participants in the process, contains variations.

The Joint Committee on Higher Education workshop discussions on the services and activities fee structure focused on clarification of the intended use of the fee. General reactions in the workshop sessions centered around the need to retain flexibility in the use of the fees for student activities. Most participants felt that clarification of what qualified as a student activity or program was essential. But the workshop participants also stressed the need for each institution to be able to develop priorities for use of the fees according to the different institutional needs. Most participants agreed that students should be a part of the process which places priority on which programs and activities should be funded.

Student role in tenure decisions. Senate Resolution 72-51 requested the Joint Committee on Higher Education to study the "... feasibility of including students as full participants in tenure review processes...." In addition to a comprehensive review of tenure published by the Council on Higher Education,[12] the students' role in tenure was discussed at the Joint Committee workshops by students, faculty, administrators, and legislators.

The rationale, advanced primarily from the student's perspective, for student involvement in tenure award and review procedures is the need to ensure teaching evaluation

[12] Academic Tenure in Washington Higher Education, Council on Higher Education, Olympia, June, 1972.

by the recipient of the educational process. Students, as users of the educational process, are viewed by many as being in an excellent position to provide feedback and evaluation of instruction.

Others view the involvement of students in tenure decisions in conflict with the concept that tenure is and should be characterized by a philosophy of "evaluation by peers." Faculty do not, in most cases, view students as their peers and will continue to resist student involvement in tenure on the basis of this conflict in outlook. Because faculty view tenure as a personnel issue, student involvement is not sought. Most faculty do not desire student access to the personnel files and involvement in discussions during tenure proceedings.

Besides the inherent differences in faculty-student perspectives, the concept of tenure has been the source of continual study and disagreement. The intricacies of these tenure issues are not discussed here because tenure was the subject of a comprehensive analysis undertaken by the Council on Higher Education. However, the conclusions of the Council on Higher Education study address some of the important issues in tenure aside from student involvement. These conclusions include the following subject areas: the need to re-examine probationary period requirements; the extension of notification and hearing privileges to non-tenured faculty; the need for development of codes of faculty responsibilities; creating an office of complaints or an ombudsman position; and review of the tenure termination procedures is necessary. The report also comments on the need for due consideration of student opinions in tenure decisions.

Most participants in discussion sessions at each Joint Committee workshops seemed to favor including student views in tenure decisions. At the same time, it was difficult to determine how students should be involved. Most discussions seemed to agree that legislative involvement could direct student participation, but should leave the implementation at the institutions flexible to differing institutional needs.

The community college system currently operates within a framework of law that has established a tenure award process. The law also establishes the composition of the tenure review and award committees at each campus. Many community college students felt that an amendment adding student members to the tenure review committees would be a solution to ensure student involvement; others felt that individual institutional decision channels would be the most feasible channel to develop student participation in tenure. The latter alternative is also the main alternative applicable to the four-year institutions' situation, unless the Legislature chooses development of a broad tenure law for all higher education institutions.

Student involvement in statewide issues. In the past four years, students have developed several organizations which appeal to the statewide similarities of student interests. The organizations have developed mechanisms of information distribution and inter-campus coordination of student associations; legislative issues serve as a primary focus of these statewide student organizations.

The Intercollegiate Political Affairs Commission (IPAC) is composed of student governments from the four-year colleges and universities, except at The Evergreen State College.[13] The director is a student hired by the student body presidents to operate IPAC; the director is responsible to the student body presidents. In addition, each campus has a political affairs commission (PAC) that operates to feed information and develop student positions for IPAC. Generally, these PAC groups are an integral part of the local student associated organization.

IPAC currently is working within two general areas. Top priority issues are higher education oriented; IPAC provides information on student positions on policy issues and provides students with information from Olympia or other campuses. Secondly, IPAC acts to coordinate individual student interests and various student group interests in the policy of social issues (other than higher education). While IPAC may actively advance a position in higher education policy, the coordination of interests in social policy issues will include only orientation, briefings, and establishing contacts; no formal organization position will be taken.

The community college system had been served by a student organization known as the Washington Association of Community College Student Governments (WACCSG) until the Fall of 1972. A loss of interest and dissatisfaction with the WACCSG organization led to the creation of the Council of Representatives and Presidents (CORP). CORP has selected a student executive secretary; this person is responsible to the student body presidents of the community colleges. Although still in its initial organization phase, it appears that CORP will focus its activities on communications with community college and student issues through the State Board for Community College Education and the Legislature. Inter-campus communication and improved accountability of students appear to be its other objectives.

The information input received from these statewide student groups is helpful to the Legislature as well as state and campus administrators. Information coordination organizations provide an excellent resource for receiving student views on many public policy questions faced by the state government.

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[13]The Evergreen State College has no formal student association at this time.

LIST OF APPENDICES

Appendix A	House Resolution 72-76 Senate Resolution 72-51
Appendix B	Draft Legislation
Appendix C	Guidelines for Position Paper on the Role of Students in Institutional Governance
Appendix D	Profile of the Sources of Position Papers on the Student Role in Institutional Governance
Appendix E	Joint Committee on Higher Education Student Affairs Workshop Agenda
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Appendix G	History of Student Election Participation
Appendix H	Overview of Student Government Organizations
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IN THE LEGISLATURE
of the
STATE OF WASHINGTON

HOUSE OF REPRESENTATIVES

Resolution No. 72-76 by Representatives King and Rabel

WHEREAS, One of the prime goals of higher education is to produce well-educated, productive adults who will make a genuine contribution to our society; and

WHEREAS, The involvement of college and university students in the academic community can be a useful learning opportunity; and

WHEREAS, Student organizations, particularly student body governments, can be crucial in fostering awareness of social responsibilities and in establishing voting, decision-making and communication processes which will carry over to adult life; and

WHEREAS, The role and function of student participation in campus governance has not been studied or clarified; and

WHEREAS, There is a need to determine to what extent students ought to be involved in campus governance with a view to increasing their meaningful participation in adult life;

NOW, THEREFORE, BE IT RESOLVED, By the House of Representatives, That the Joint Committee on Higher Education, with the cooperation of the Council on Higher Education, the State Board for Community College Education, and institutions of higher education, study the systems of governance at institutions of higher education in Washington State to determine:

1. The participation of students in the process of campus governance.
2. The role and function of student body government and other student organizations in the governance process.
3. The relationship between statewide student organizations and systems of institutional governance.
4. The nature, extent and relationship of "student services" and "student fees."
5. Useful channels for student input into decision-making processes at institutions of higher education.

BE IT FURTHER RESOLVED, That the Joint Committee on Higher Education solicit in its study of campus governance opinions from representatives of all segments of the higher education community, to include, but not be limited to, the Council of Student Body Presidents, the Washington Association of Community College Student Governments, graduate student associations, former student body officers, and faculty members, and that the study results be submitted to the 1973 Legislative Session.

ADOPTED February 17, 1972.

I hereby certify this to be
a true and correct copy of
Resolution adopted by the
House of Representatives
February 17, 1972.

Malcolm McBeath

Malcolm McBeath, Chief Clerk
House of Representatives

Appendix A

IN THE LEGISLATURE
of the
STATE OF WASHINGTON

SENATE RESOLUTION
1972 - 51

By Senators Pete Francis,
Jack Metcalf and Martin J. Durkan

WHEREAS, The tenuring of an instructor virtually guarantees him a permanent position with a college; and

WHEREAS, Students have just concern with the tenure of instructors; and

WHEREAS, There are presently no direct channels for student involvement in tenure review committees;

NOW, THEREFORE, BE IT RESOLVED, That the Senate authorizes and requests the Joint Committee on Higher Education to conduct a study on the feasibility of including students as full participants in tenure review processes; and

BE IT FURTHER RESOLVED, That the Joint Committee on Higher Education is requested to conduct its study during the interim period prior to the convening of the 1973 Regular Session of the Legislature, and make its final report, together with its findings and recommendations to the Governor and the Legislature before said convening.

I, Sidney R. Snyder, Secretary of the Senate, do hereby certify this is a true and correct copy of Senate Resolution No. 1972-51 adopted by the Senate February 19, 1972.

SIDNEY R. SNYDER
Secretary of the Senate

AN ACT Relating to institutions of higher education; amending section 28B.10.300, chapter 223, Laws of 1969 ex. sess. and RCW 28B.10.300; amending section 2, chapter 273, Laws of 1971 ex. sess. as amended by section 1, chapter 149, Laws of 1972 ex. sess. and RCW 28B.15.012; amending section 3, chapter 279, Laws of 1971 ex. sess. as amended by section 1, chapter ... (HB No. ...), Laws of 1972 and RCW 28B.51.041; adding new sections to chapter 279, Laws of 1971 ex. sess. and to chapter 28B.15 RCW; and creating new sections.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Section 1. Section 28B.10.300, chapter 223, Laws of 1969 ex. sess. and RCW 28B.10.300 are each amended to read as follows:

The boards of regents of the state universities and the boards of trustees of the state colleges are severally authorized to:

(1) Enter into contracts with persons, firms or corporations for the construction, installation, equipping, repairing, renovating and betterment of buildings and facilities for the following:

(a) dormitories

(b) hospitals

(c) infirmaries

(d) dining halls

(e) student activites

(f) services of every kind for students, including, but not limited to, housing, employment, registration, financial aid, counseling, testing and offices of the dean of students

(g) vehicular parking

(h) student, faculty and employee housing and boarding;

(2) Purchase or lease lands and other appurtenances necessary for the construction and installation of such buildings and facilities and to purchase or lease lands with buildings and facilities constructed or installed thereon suitable for the purposes aforesaid;

(3) Lease to any persons, firms, or corporations such portions of the campus of their respective institutions as may be necessary for the construction and installation of buildings and facilities for the purposes aforesaid and the reasonable use thereof;

(4) Borrow money to pay the cost of the acquisition of such lands and of the construction, installation, equipping, repairing, renovating, and betterment of such buildings and facilities, including interest during construction and other incidental costs, and to issue revenue bonds or other evidence of indebtedness therefor, and to refinance the same before or at maturity and to provide for the amortization of such indebtedness from ((~~special student~~)) services and activities fees or from the rentals, fees, charges, and other income derived through the ownership, operation and use of such lands, buildings, and facilities and any other dormitory, hospital, infirmary, dining, student activities, student services, vehicular parking, housing or boarding building or facility at the institution;

(5) Contract to pay as rental or otherwise the cost of the acquisition of such lands and of the construction and installation of such buildings and facilities on the amortization plan; the contract not to run over forty years;

(6) Expend on the amortization plan ((~~special student~~)) services and activities fees and/or any part of all of the fees, charges, rentals, and other income derived from any or all revenue-producing lands, buildings, and facilities of their respective institutions, heretofore or hereafter acquired, constructed or installed, including but not limited to income from rooms, dormitories, dining rooms, hospitals, infirmaries, housing or

student activity buildings, vehicular parking facilities, land or the appurtenances thereon, and to pledge such ((special student)) services and activities fees and/or the net income derived through the ownership, operation and use of any lands, buildings or facilities of the nature described in subsection (1) hereof for the payment of part or all of the rental, acquisition, construction, and installation, and the betterment, repair, and renovation or other contract charges, bonds or other evidence of indebtedness agreed to be paid on account of the acquisition, construction, installation or rental of, or the the betterment, repair or renovation of, lands, buildings, facilities and equipment of the nature authorized by this section.

Each facility of the type authorized in subsection (1) of this section which is to be constructed with borrowed funds to be amortized in whole or in part from revenue derived from the services and activities fees as authorized by subsections (4) through (6) of this section shall require authorization from the legislature prior to the commitment of these fees.

Sec. 2. Section 2, chapter 273, Laws of 1971 ex. sess. as amended by section 1, chapter 149, Laws of 1972 ex. sess. and RCW 28B.15.012 are each amended to read as follows:

Whenever used in chapter 28B.15 RCW:

(1) The term "institution" shall mean a public university, college, or community college within the state of Washington.

(2) The term "resident student" shall mean a student who has had a domicile in the state of Washington for the period of one year immediately prior to the time of commencement of the first day of the semester or quarter for which he has registered at any institution and has in fact established a bona fide domicile in this state for other than educational purposes: PROVIDED, That a nonresident student enrolled for more than six hours per semester or quarter shall be considered as attending for educational purposes only, and for tuition and fee paying purposes only such period of enrollment shall

not be counted toward the establishment of a bona fide domicile of one year in this state unless such student proves that he has in fact established a bona fide domicile in this state for other than educational purposes.

(3) The term "nonresident student" shall mean any student who does not qualify as a "resident student" under the provisions of RCW 28B.15.011 through 28B.15.014 as now or hereafter amended.

(4) The term "domicile" shall denote a person's true, fixed and permanent home and place of habitation. It is the place where he intends to remain, and to which he expects to return when he leaves without intending to establish a new domicile elsewhere.

(5) The term "minor" shall mean a male or female person who is not deemed and taken to be of full age and majority for all purposes under RCW 26.28.010, as now law or hereafter amended; the term "emancipated minor" shall mean a minor whose parents have entirely surrendered the right to the care, custody, and earnings of such minor and whose parents no longer in any way support or maintain such minor.

(6) The term "qualified person" shall mean a person qualified to determine his own domicile. A person of full age and majority for all purposes under RCW 26.28.010, as now law or hereafter amended, or an emancipated minor is so qualified.

(7) The term "parent-qualified student" shall mean a student having a parent who has a domicile in the state of Washington but who does not have legal custody of the student because of divorce or legal separation.

(8) The term "student association" shall mean the student organization or organizations at the state's colleges and universities which represent the interests of students in institutional policy and which are officially recognized by the board of trustees or regents of the colleges and universities to represent student interests.

(9) The terms "he" and "his" shall apply to the female as well

as the male sex unless the context clearly requires otherwise.

NEW SECTION. Sec. 3. There is added to chapter 279, Laws of 1971 ex. sess. and to chapter 28B.15 RCW a new section to read as follows:

Services and activities fees, or revenue generated from programs or activities conducted with funds from services and activities fees, which remain unexpended at the end of the budget period shall be retained for use in support of student activities and programs, as provided for by law or by rule or regulation of the boards of trustees or regents of the state's colleges and universities.

Sec. 4. Section 3, chapter 279, Laws of 1971 ex. sess. as amended by section 1, chapter ... (HB No. ...), Laws of 1972 and RCW 28B.51.041 are each amended to read as follows:

The term "services and activities fees" as used in this chapter is defined to mean fees, other than general tuition and operating fees, charged to all students registering at the state's community colleges, state colleges, and universities. Services and activities fees shall be used as otherwise provided by law or by rule or regulation of the board of trustees or regents of each of the state's community colleges, state colleges or universities for the express purpose of funding student activities and programs of their particular institution((~~, Each individual board of trustees or regents shall determine what activities of the institution properly constitute student activities and programs~~)) : PROVIDED, That the officers of the student association shall be granted the opportunity to present their recommendations on the intended uses of the services and activities fees to the board of trustees or regents of the state's community colleges, colleges and universities.

NEW SECTION. Sec. 5. There is added to chapter 279, Laws of 1971 ex. sess. and to chapter 28B.15 RCW a new section to read as follows:

The board of trustees or board of regents of the state's

community colleges, colleges and universities, after a reasonable attempt to seek the recommendations of the officers of a student association as defined in section 2(8) of this 1973 amendatory act, shall determine what activities of the institution properly constitute student activities and programs.

NEW SECTION. Sec. 6. If any provision of this 1973 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected.

GUIDELINES FOR POSITION PAPER ON

THE STUDENT ROLE IN INSTITUTIONAL GOVERNANCE

A. Institutional Governance. Please examine the student role in administrative, academic, planning, and service aspects of a model institutional governance system. Compare this model with current practices.

In formulating your position, we would appreciate attention being given to:

a. The rationale for student involvement in the governance process.

b. The respective roles of the formal student government association, student political groups, student interest groups, resident organizations and others.

c. The problem of continuity for student involvement.

d. The selection process for representation of students in the institutional governance process.

e. A practical structure for accomplishing your stated model for institutional governance.

B. Self-governance of students. In relationship to the model developed for student involvement in institutional governance, discuss student self-governance in terms of:

a. The representativeness of the formal student governing body, e.g., undergraduates, graduates, part-time, vocational, etc.

b. The recent history of the student vote in campus elections. Please provide data, as available, about the number voting and their percentage of the student population.

c. The type of services provided by student supported funds.

d. The use and collection of student fees, explaining their allocation, by whom, and for what services.

e. The legal and program responsibilities for student activities and organizations, e.g., government, clubs, publications.

f. The role of the student newspaper, examining the use of student fees for its publication, its educational role, and the editorial review process of student publications.

Joint Committee on Higher Education
June, 1972

Appendix C

C. State-wide concerns. The involvement of students in a broader context of participation should be examined with attention to:

a. The role and function of state-wide student organizations and their importance to the campus governance process.

b. The methods state-wide student organizations might employ to participate effectively in the governance process.

c. The relationship between state-wide student organizations and the individual institutions.

d. The student role in legislative and state-wide planning processes as they relate to higher education concerns.

Profile of the Sources of
Position Papers on the Student
Role in Institutional Governance

	Student	Faculty	Administration
University of Washington	X	X	X
Washington State University	X	X	X
Western Washington State College	X		X
The Evergreen State College			X
Central Washington State College			X
Eastern Washington State College	X		X
COMMUNITY COLLEGES			
Bellevue			
Big Bend		X	
Centralia			X
Clark	X	X	X
Columbia Basin			X
Edmonds			X
Everett			X
Fort Steilacoom	X		X
Grays Harbor			X
Green River	X		X
Highline			X
Lower Columbia			X
Olympic	X		
Peninsula	X		X
North Seattle	X	X	X
Seattle Central		X	X
South Seattle			
Shoreline			X
Skagit Valley		X	X
Spokane Falls			X
Spokane			X
Tacoma			
Walla Walla			X
Wenatchee			X
Yakima Valley			X
Whatcom			
	10	7	26

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State of Washington

JOINT COMMITTEE ON HIGHER EDUCATION

Legislative Workshop on Student Affairs
North Seattle Community College

November 10, 1972
9:00 A.M. to 5:00 P.M.

1. Registration and Coffee

   Informal Discussion

2. Introduction and Review of the Workshop

   Senator Gordon Sandison, Chairman
   Joint Committee on Higher Education

3. Workshop Session: House Resolution 72-76, Senate Resolution 72-51, and the Joint Committee on Higher Education's Survey of Student Governance

   Representative Richard King
   Representative John Rabel
   Brian Benzel, Study Director

4. Break

5. Workshop Session: Services and Activities Fee Structure

   Discussion Groups

6. No-host Lunch: Small Group Discussions

7. Workshop Session: Students' Role in Tenure Decisions--SR 72-51

   Discussion Groups

8. Break

9. Workshop Session: The Role of Student Organizations in the Legislative Process

   Discussion Groups

10. Feedback

Appendix E

ROOM 218, HOUSE OFFICE BUILDING OLYMPIA, WASHINGTON 98504 TELEPHONE 753-5390 AREA CODE 206

Appendix F

SUMMARY OF THE GOVERNANCE ROLE OF THE STUDENTS

INSTITUTION	GOVERNING BOARD PARTICIPATION	STUDENT ROLE IN INSTITUTIONAL GOVERNANCE	REMARKS
University of Washington	ASUW President and the GPSS President meet with the Board of Regents in an advisory capacity.	Both the ASUW and the GPSS participate in the deliberations of the Faculty Senate and the Board of Regents. Because these latter groups have governance responsibility granted by statute, the student role, both at the university and departmental levels, is primarily advisory. (See remarks)	A new system of governance has been proposed at the UW to establish a Student Senate to parallel the Faculty Senate and calling for more student involvement at the departmental level.
Washington State University	The ASWSU President and GSA President meet with the Board of Regents in an advisory capacity.	Students comprise 25% of the membership of the University Senate, which has broad responsibilities in academic, budgetary, planning and a host of other governance issues.	
Western Wash. State College	Students attend Trustee meetings and play an informational-advisory role.	Students are members of the College Senate which recommends policy to the Board of Trustees, reviews internal policy, and assists in policy implementation. (See remarks)	The College Senate is composed of 24 faculty, 13 students, 2 administrators, and 1 staff member.
The Evergreen State College	Participate via assistance in the development of policy recommendations.	Equal participation in nearly all phases of policy development under the philosophy that issues and problems should be settled close to their source with participation by all who are interested.	

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INSTITUTION	GOVERNING BOARD PARTICIPATION	STUDENT ROLE IN INSTITUTIONAL GOVERNANCE	REMARKS
Eastern Wash. State College	Student leaders meet with the Trustees in an advisory capacity.	Full membership privileges on all major councils of the Academic Senate, in addition to advisory involvement in the affairs of the academic departments.	
Central Wash. State College	Student body president meets regularly with the Board of Trustees	Student membership on the President's Council; a college council type of governance with student members, is being considered; the council would pass on all matters of college policy.	
COMMUNITY COLLEGES			
Bellevue			No response received.
Big Bend (See remarks)	Student liaison to the Board of Trustees.	Students are full participants in the All-College Forum which deliberates policy recommendation on instruction, programs, budgets, student activities, etc.	Faculty response was the only basis for information.
Centralia	Students do not meet regularly with the Board, but do have the opportunity to bring issues before the Board at any time.	Student membership on all policy development bodies.	

INSTITUTION	GOVERNING BOARD PARTICIPATION	STUDENT ROLE IN INSTITUTIONAL GOVERNANCE	REMARKS
Clark	Students present ideas and suggestions as advice to the Board of Trustees.	Student membership on the Administrative Advisory Council and the Institutional Advisory Council, which recommend policy decisions in both areas.	
Columbia Basin	No student representative.	No student involvement in governance issues.	
Edmonds	Participate in District Board meetings in an advisory capacity.	Participate and vote on executive cabinet, instructional councils, student personnel matters, and all other standing and ad hoc committees.	
Everett	A student representative has an opportunity to meet and discuss issues regularly with the District Board.	Students and faculty have equal representation on the Student Services Council. One student representative (with vote) is on the Instructional Council. Participation in other campus policy committees is also available to the students.	
Fort Steilacoom	Advisory participation at the meetings of the Trustees. (See remarks)	Students participate in College Cabinet decisions as equal members.	Students desire full representation on the Board of Trustees and in the tenure award and review process.
Grays Harbor	Students participate in an advisory capacity.	Students participate as members of committees which recommend policy decisions to the President and the Board of Trustees.	
Green River	A student position on the Board provides an opportunity for student views to be considered in an advisory capacity.	Students have representation on the Student Services Committees. Students also work with all members of the academic community in the formation of school policy.	

INSTITUTION	GOVERNING BOARD PARTICIPATION	STUDENT ROLE IN INSTITUTIONAL GOVERNANCE	REMARKS
Highline	Regular input to the Board of Trustees in an advisory capacity.	Students are members of the Student Affairs Council which reviews all policy recommendations to the President. Student observers are also on the Instructional Council, the Faculty Senate, and the Administrative Council.	
Lower Columbia	Each meeting the Trustees have an opportunity to hear from student leaders.	Students, through the Student Senate, are given an opportunity to express their views and concerns on all matters which come before the College Cabinet.	
Olympic	Student input to the Trustees occurs in an advisory capacity.	Students participate as members of the major policy bodies and committees.	
Peninsula	Opportunity for student body pres. to attend Board of Trustee meetings.	Students have not requested a role in administration or governance. Students do serve on many committees, however.	
North Seattle	Liaison representation to the Trustees.	Participate as full members of the College Senate which advises the President on policy matters.	
Seattle Central	Ex-officio representation at the District level.	Student representation on a series of boards, councils, and committees which advise and develop policy. (See remarks)	Also students are members of the All College Advisory Council by representatives from instructional divisions.

INSTITUTION	GOVERNING BOARD PARTICIPATION	STUDENT ROLE IN INSTITUTIONAL GOVERNANCE	REMARKS
South Seattle			No response received.
Shoreline	Students meet regularly with the Board, submit agenda items, and comment on any agenda item.	Students have input and a vote on all matters except those considered to be the sole perogative of the faculty, e.g. tenure, hiring, faculty load, and salaries. (See remarks)	The Student Legislature parallels the Faculty Senate in the formal governance structure.
Skagit Valley	Student representative sits with the Board as a non-voting member.	Students serve on policy, operational, and special all-college committees.	
District 17 Spokane Spokane Falls	Representatives of each Associated Student Body sit with the district Board of Trustees.	Students have membership - voting and non-voting - on departmental committees, on college committees, and any other principal legislative body and its committees.	
Tacoma			No response received.
Walla Walla	A student representative (usually the ASB Pres.) meets with the Board of Trustees.	Students serve on committees and advisory boards, usually via the student government.	

INSTITUTION	GOVERNING BOARD PARTICIPATION	STUDENT ROLE IN INSTITUTIONAL GOVERNANCE	REMARKS
Wenatchee Valley	Students meet regularly with the Trustees and have a regularly scheduled time on each agenda.	Students serve on all major committees of the institution.	
Yakima Valley	The Student Body Pres. meets with the Board of Trustees regularly.	Students have membership, through the student government, on all the major governance committees.	

History of Student Election Participation
(percentages of total student population)

	1969-70	1970-71	1971-72
University of Washington	22.8%	13.2%	12.5%
Washington State University	45.0	46.0	42.0
Western Washington State College	27.0	23.0	17.0
The Evergreen State College		does not apply*	
Central Washington State College**	20.0	20.0	20.0
Eastern Washington State College	24.5	35.2	20.9
COMMUNITY COLLEGES			
Bellevue		no response received	
Big Bend	n.a.	n.a.	n.a.
Centralia**	n.a.	35.0%	35.0%
Clark	n.a.	n.a.	n.a.
Columbia Basin	n.a.	n.a.	n.a.
Edmonds**	n.a.	11.0%	7.0%
Everett	n.a.	n.a.	n.a.
Fort Steilacoom	n.a.	n.a.	n.a.
Grays Harbor**	30.0%	30.0%	40.0%
Green River	n.a.	n.a.	n.a.
Highline	n.a.	n.a.	n.a.
Lower Columbia**	n.a.	n.a.	15.0%
Olympic	n.a.	n.a.	n.a.
Peninsula	35.0%	36.0%	45.0%
North Seattle**	n.a.	10.0%	10.0%
Seattle Central**	10.0%	10.0%	10.0%
South Seattle		no response received	
Shoreline**	13.0%	13.0%	13.0%
Skagit Valley	n.a.	n.a.	10.0%
Spokane Falls	n.a.	n.a.	21.0%
Spokane	n.a.	n.a.	10.0%
Tacoma		no response received	
Walla Walla	n.a.	n.a.	35.0%
Wenatchee**	30.0%	37.0%	22.0%
Yakima Valley**	n.a.	20-30%	20-30%
Whatcom		no response received	

*TESC does not hold student elections; no student government has been planned or organized.
**Approximate student turnout.

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Appendix H

OVERVIEW OF STUDENT GOVERNMENT ORGANIZATIONS

INSTITUTION	STUDENT GOVERNING ASSOCIATION	COMPOSITION	GENERAL FUNCTION	REMARKS
University of Washington	Associated Students (ASUW) Board of Control (See remarks)	President 1st Vice Pres. 2nd Vice Pres. Secretary 7 at-large reps. 1 grad. student rep. 3 non-voting faculty 1 non-voting administrative rep. Activities Director (non-voting)	General supervision and control of ASUW activities. Approve appointments to university committees. Adopt a budget. Exercise student leadership in publications, athletics, student organizations, student union bldg. mgmt., student housing and student welfare, and other student oriented issues.	The Associated Students of the University of Washington comprise a corporation.
	The Graduate and Professional Student Senate (GPSS)	1 rep. from each graduate or professional department or academic area. (See remarks)	Investigate problems (particularly for graduate students), develop resolutions, and work for implementation of the resolutions.	An executive committee of the Senate is composed of the chairman of each of 5 student sub-groups (by department) plus the GPSS Pres., Vice Pres., and Sec./Treas.
Washington State University	Associated Students (ASWSU) Student Assembly (See remarks)	20 elected reps. from residential districts (based on student pop.), plus the Pres. and Vice Pres.	Control over finances and committees of the ASWSU. Particularly involved in issues relevant to undergraduate students in the university.	Assemblymen also serve as the student members of the University Senate, the institutional governance body under the Board of Regents.

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INSTITUTION	STUDENT GOVERNING ASSOCIATION	COMPOSITION	GENERAL FUNCTION	REMARKS
WSU (cont.)	Gradute Student Association GSA Senate (See remarks)	Representative of academic areas	Provide services and activities for grad. students as well as advocate policy positions on behalf of graduate students.	The GSA is a separate organization from the ASWSU. Graduate students also serve on the University Senate and on university policy committees.
Western Wash. State College	Associated Students of Western Washington State College, Inc. Board of Directors (See remarks)	10 students	Manage the affairs of the ASWWSC and its property. Allocate funds for student services, student oranizations, and student publications.	Recent problems have centered around the legal status of the corporation. No decision has yet been received from a law suit filed by the ASWWSC to attempt to clarify the status of their organization.
The Evergreen State College	The College Sounding Board (See remarks)	TESC President. 10 members appointed by each college Vice President. 10 students selected by the students.	Facilitating and coordinating activities in all areas of the school. Act as a consultative pool where discussion and advice on problems, decisions, and plans can occur.	No formal student association has been created at TESC. However, students are equal members of the total community on governance questions.
Eastern Wash. State College	Associated Students Student Legislature	President Exec. Vice Pres. Treasurer Exec. Coordinator of Activities 15 reps. all elected at-large	Adopt and monitor student budget. Develop, review and monitor student programs and activities.	

INSTITUTION	STUDENT GOVERNING ASSOCIATION	COMPOSITION	GENERAL FUNCTION	REMARKS
Central Wash. State College	The Associated Students of Central (ASC)	Elected students; representative of most student interest groups; President and other executive officers are elected at large. (See remarks)	Focus and base of operations for all formal student government activities; select students for institutional governance process; participate in regular ASC budget decisions.	No specific representation by type of student, such as graduate, vocational or part-time student.
		COMMUNITY COLLEGES		
Bellevue				No response received.
Big Bend (See remarks)	n.a.	n.a.	n.a.	Faculty response was the only basis for information.
Centralia	Associated Students	President Vice Pres. Sec./Treas. Activities Commissioner 5 at-large reps.	Channel student views to institutional governance. Manage student activities.	
Clark	Associated Students Council of Reps.	At-large election of students	Review social activities, athletics, drama, music, etc. The Council also allocates funds in conjunction with the administration and Board of Trustees.	
Columbia Basin	Associated Students ASB Council	A rep. from each recognized student organization	Student government is primarily oriented toward creation of and participation in extra-curricular activities.	

INSTITUTION	STUDENT GOVERNING ASSOCIATION	COMPOSITION	GENERAL FUNCTION	REMARKS
Edmonds	Associated Students Student Council	2 freshman 2 sophomores 2 at-large President Vice President Secretary Treasurer	Allocation and expenditure of funds. Student publications. Student conduct. Student organizations. Administration of special student programs.	
Everett	Associated Students Student Council	1 rep. of Men's Student Assoc. 1 rep. of Woman's Student Assoc. 12 at-large reps.	Provide direction and control of student affairs in cooperation with the administration. Develop a budget for the student activity functions.	
Fort Steilacoom	College Cabinet	3 students 3 faculty 3 administrators	Recommend policy to the President on college matters not specifically charged to another group in the institution.	
Grays Harbor	Associated Students Students' Senate	6 freshman 6 sophomores	Provide representative student views to the institutional governance process. Allocation and expenditure of funds for student activities.	
Green River	Associated Students Senate All College Council	President Vice Pres. 5 soph. reps. 5 freshman reps. 5 at-large reps. 9 students 9 faculty 6 admin.	Screen and select students to serve on councils and committees of the Associated Students and the Institution. Review and approve or amend institutional policy involving two or more segments of the institution.	

INSTITUTION	STUDENT GOVERNING ASSOCIATION	COMPOSITION	GENERAL FUNCTION	REMARKS
Highline	Associated Students Senate	5 officers Senators elected at-large	Review and develop student budget. Provide student views for all major policy decisions.	
Lower Columbia	Associated Students Student Senate	President Vice Pres. Secretary 4 academic division reps. 4 at-large reps.	Consulted on all matters which go before College Cabinet. Development of final decisions on student related concerns.	
Olympic	Associated Students Executive Council	President Vice Pres. Activities Coord. WACCSG Rep. 4 student councilmen	Allocate funds to organizations and activities. Review club and organization programs.	
Peninsula	Associated Students Board of Control	President Vice Pres. Secretary Treasurer Fr. Class Pres. Soph. rep. Dorm rep.	Allocation and expenditure of funds. Administer campus-wide student activities.	
North Seattle	Associated Students Caucus	9 student reps. (See remarks)	Allocate funds to clubs and organizations.	Caucus members also represent student interests on the College Senate which advises the pres. (9 students, 3 admin., 6 faculty, and 3 classified staff personnel).

INSTITUTION	STUDENT GOVERNING ASSOCIATION	COMPOSITION	GENERAL FUNCTION	REMARKS
Seattle Central	Associated Students Board of Control	President 2 Vice Pres. Secretary A rep. from each curriculum division.	Allocate services and activities fees. Participate in committees and open hearings. Perform activities programming.	
South Seattle				No response received.
Shoreline	Student Body Assoc. Student Legislature (See remarks.)	Executive Board Pres. Vice Pres. 1st Sec. 2nd Sec. Treas. Legislature 15 at-large reps.	Investigate, discuss, and act upon any matters concerning student activities, organizations, or other appropriate matters.	The Student Legislature parallels the Faculty Senate in the formal governance structure.
Skagit Valley	Associated Students Student Senate	Executive Branch Pres. 2 Vice Pres. Sec. Treas. Legislative Branch 1 rep. for each 120 FTE students in each class	Allocate and expend funds for student organizations and activities. Provide membership and participation in campus committees.	

INSTITUTION	STUDENT GOVERNING ASSOCIATION	COMPOSITION	GENERAL FUNCTION	REMARKS
District 17 Spokane Spokane Falls (See remarks)	Associated Students Student Council Student Senate	Representation from freshman and soph. classes as well as clubs and organization.	Allocate and expend funds for the respective activities organizations and clubs under their jurisdiction. Participate in discussion of campus governance issues.	The District office is the main source of this information.
Tacoma				No response received.
Walla Walla	Associated Students Student Senate	Executive officers and chairmen or presidents of all clubs and organizations on campus.	Allocate funds for and provide student activities through clubs, athletics, intramurals, publications, films, lectures, etc.	
Wenatchee Valley	Associated Students Student Senate	Balanced representation from freshman and sophomore classes.	Student activities review. Selection of students for participation in governance decision bodies.	
Yakima Valley	Associated Student Body Executive Council	President Vice Pres. Secretary Treasurer Admin. Asst. (elected at-large) (See remarks)	To provide student views on action committees, ad hoc committees, and other campus governance committees. Allocate and expend funds for student activities and clubs.	Representatives from clubs and organizations on campus do vote with the Exec. Council when the Council meets as a committee-of-the-whole.

MISCELLANEOUS STUDENT ISSUES

INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
University of Washington	A portion of this fee goes to the ASUW, the GPSS, student publications, HUB expansion, and student facility construction program. A Services and Activities Fee Committee (seven students, three administrators, and two faculty) recommends usage of the fee revenues to the University Budget Committee and finally to the Board of Regents. The fee revenue is subject to regulations of the Board of Regents and to all the other policy restrictions of public funds. (See remarks)	The Board of Student Publications sets policy for the student paper. The Publisher-Editorial Advisor directs the administration of this policy. Responsible journalistic ethics provide the framework of the Board's policy. Students, faculty, administrators, and an outside journalist comprise the Board.	IPAC plays a major role in the student communications between campuses. UW student views are also expressed directly to state executive and legislative agencies.	A set percentage of the services and activities fee is channeled to the GPSS by a constitutional amendment to the ASUW constitution.
Washington State University	A portion of the Services and Activities Fee goes to ASWSU for allocation by the students within the general policy restrictions of state funds. Student facilities, athletics, and student publications are also funded from this fee.	The Student Publications Board sets policy within responsible journalism standards. The Board includes students, faculty, and administrators.	IPAC participation facilitates communication of ideas to state agencies. Direct student input also goes to state executive and legislative agencies.	

Appendix I

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INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
Western Wash. State College	Used for the Associated Students activities, bookstore operation, bond redemption, and instructional-related student activities. Student-faculty committees and the Associated Students set funding priorities.	The Student Publications Council is delegated responsibility for publication by the Trustees. Standard journalistic canons of responsibility are expected.	ASWWSC is involved in student state-wide coordination efforts through IPAC. Also independent contacts with state executive and legislative agencies.	
The Evergreen State College	The S & A Fee Review Board (8 students randomly selected) recommends allocation to the Board of Trustees. Also allocate a portion of the fees directly to student activities and clubs through the Dean of Developmental Services.	The status of student publications is currently under consideration.	Not applicable.	
Eastern Wash. State College	Student Legislature allocates part of the fee (publications, student gov't., and student activities) and a student-faculty committee recommends allocation for departmental related student programs (music, drama, activities, etc.).	Publications Commission, composed of students and faculty, establishes policy and works to assure good journalism and reporting.	The Associated Students participate in IPAC efforts. Individual efforts at involvement with state agencies also occurs.	
Central Wash. State College	Expenditures recommended to the President and Trustees by the Joint Student Fees Committee; uses include bond redemption, student union operation, the long-range budget (athletics, music, drama, recreation, etc.) and the ASC regular budget.	Faculty advisor to the student paper; funds received from the Associated Students.	Statewide involvement does occur through IPAC.	

INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
		COMMUNITY COLLEGES		
Bellevue				No response received.
Big Bend (See remarks)	n.a.	n.a.	n.a.	The faculty response did not address these subject
Centralia	These fees fund athletics, clubs, and student activities. Students recommend allocations to Trustees for approval.	Publications Board exists, but very little enthusiasm for a viable paper.	The potential exists for student involvement in state-wide organizations.	
Clark	Decisions on expenditures are made by a committee of 3 students and 2 faculty. Funds go to athletics, drama, music, social activities, etc. (See remarks)	Basic standards of journalistic competence are required. The Board of Trustees is able to intervene if these standards are not met.	Prefer representation based on size rather than current WACCSG and FAC representation approaches.	Students view use of the services and activities fee as a student only decision, whereas Board of Trustees and administration view is that the Board has final responsibility.
Columbia Basin	The activities fees are used for extra-curricular activities. Allocations are developed by the ASB Council for ratification by the Trustees.	Publications Board sets policy and parameters for the student newspaper.	Students have not participated in WACCSG.	

INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
Edmonds	Students develop budget based on fee revenue for submission to administration and Board of Trustees.	The newspaper adheres to accepted principles of responsibility, fair play, and decency as set forth in the Canons of Journalism.	Positive student involvement via WACCSG and directly to state agencies.	
Everett	Students directly budget about half of the fees with approval by the Board of Trustees. Activities, clubs, etc., are funded from this source. The remainder of the fee supports personnel in the student services area.	The paper is published within guidelines of journalism set forth in the Student Rights and Responsibility statement. Also, a faculty advisor assists in production of the paper.	Member of WACCSG.	
Fort Steilacoom	Students allocate the total fee to athletics, activities, and clubs. The Trustees approve the student developed budget. (See remarks)	A student, faculty, and administration Publications Board establishes policies and guidelines.	Do not belong to WACCSG.	Services and activities fees are not used for facilities.
Grays Harbor	Students develop budget allocations which are adopted by student government and approved by the Board of Trustees. Funds go to publications, athletics, music, social activities, etc.	The newspaper is supervised by faculty advisor and the Director of Student Affairs.	Do not participate in WACCSG.	

INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
Green River	Services and activities fee are allocated by a Special Services Budget Committee composed of 4 students, 2 faculty and a non-voting administration chairman.	Creation of a Publications Board is under consideration. The primary responsibility for the paper's content now rests with the editor.	WACCSG is important in terms of its input to the Legislature.	
Highline	A portion of the fee goes to the Associated Students for use in activities, clubs, speakers, athletics, etc., within parameters of the budget process. Trustees do approve allocations. (See remarks)	The paper is produced as a part of a journalism class with a faculty advisor and a student editor review in review capacities.	Do not participate in WACCSG.	Classified personnel are paid from Services and Activities fees outside of the Associated Students budget due to the regulations established for classified staff by the Higher Ed. Personnel Board.
Lower Columbia	Students adopt a budget and develop priorities for athletics, activities, etc. Final approval rests with the Trustees, however.	The Publications Advisory Board establishes acceptable standards for publication.	Do not participate in WACCSG.	
Olympic	Funds go to Special Activities, Athletics, and Associated Students. Budget Committee recommends budget to the Dean of Students and Board of Trustees.	No editorial review or publications board; editor and advisor must be responsible for the paper.	Member of WACCSG.	

INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
Peninsula	Allocated by the Trustees to student government on basis of a budget prepared by students and administrators. The fees are used for activities, publications, music, athletics, etc.	Publications Committee sets standards for implementation by a faculty advisor. The paper is used in an educational role.	Not a WACCSG member, but do participate in providing information to state agencies.	
North Seattle	Fees revenue is allocated to clubs, athletics, publications, and innovative programs by students with the advice and consent of the dean of student personnel.	The paper is managed by a student publications board. It is written and edited by students.	Member of WACCSG.	
Seattle Central	Alloted to the Board of Control under state guidelines and under supervision of college officers to fund publications, social activities, athletics, music, drama, etc.	The Board of Publication sets policy but the editor, in consultation with a faculty advisor, has the prerogative on content. Must conform to the Code of Newspaper Ethics.	Member of WACCSG.	
South Seattle				No response received.

INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
Shoreline	Allocated by the Board of Trustees after close scrutiny through the stages of the governance system for clubs, student programs, cultural programs, financial aid, etc.	The Board of Publications is responsible for general matters of student publications. Adherence to the Canons of Journalism is required.	Do not belong to WACCSG.	
Skagit Valley	The Student Senate develops the budget which covers student government, intramurals, drama, music, publications, etc. Final appropriations are made by the Board of Trustees. (See remarks)	The Board of Trustees and the administration are accountable for the student paper. Policies and procedures were adopted by the Trustees after being developed by the editor and faculty advisor.	Member of WACCSG.	Twenty-five percent of the services and activities fees go toward redemption of bonds sold for a student parking lot; negotiated with the Associated Students in lieu of a parking fee.
District 17 Spokane Spokane Falls	Funds are allocated by the Associated Students Executive Council, the Instruction-Related Activities Council, to their respective programs and activities such as student government, clubs, cultural, social and instructional related activities.	Produced by the journalism department as an instructional related activity and funded from the instructional budget.	Member of WACCSG.	
Tacoma				No response received.

INSTITUTION	SERVICES AND ACTIVITIES FEES	STUDENT PUBLICATIONS	STATE-WIDE STUDENT ORGANIZATIONS	REMARKS
Walla Walla	Allocated by the Student Senate with final approval by the Board of Trustees for student government, publications, intramurals, athletics, drama, concerts, lectures, etc.	Published by a journalism class with a faculty advisor.	Member of WACCSG.	
Wenatchee Valley	Under jurisdiction of the Dean of Students. Senate appropriates funds to student activities and athletics is funded by the Trustees after student consultation.	Publications board appoints the editor and has general responsibility for publishing paper.	Member of WACCSG.	
Yakima Valley	Fees are budgeted by the ASB Executive Council to athletics and student life uses.	The paper operates at the pleasure of the Student Executive Council. A faculty advisor assists in production of the paper.	Member of WACCSG.	